

**NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
SPECIAL EDUCATION
PROGRAM APPROVAL REVIEW**

Wediko CHILDREN'S SERVICES
Black Pond Road, RR2, Box 167
Windsor, NH 03244

FINAL SUMMARY REPORT

Harry W. Parad, Executive Director
Joseph Langione, Program Director
Russell L. Durling, Jr., School Supervisor
James Wade, School Supervisor

Visit Conducted on March 25, 2002
Report Date: May 2, 2002

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I. TEAM MEMBERS

Visiting Team Members:

<u>Name</u>	<u>Professional Role</u>
Jane Bergeron-Beaulieu	Chairperson - Education Consultant, SERESC
Nancy Brogden	Educational Consultant, SERESC
Archibald Campbell	Dir. of Education/ Principal, Crotched Mountain Rehab. Center
Dr. DeWayne Howell	Professor, SNHU
Susan Izard	Education Consultant, NHDOE

Building Level Team Members:

<u>Name</u>	<u>Professional Role</u>
Joseph Langione	Program Director
Jim Wade	School Representative
Alvin Caldwell	Clinical Supervisor
Laurie Lemenski	Clinical Supervisor
Stacey Dundon	Assistant Clinical Supervisor
Laurie Larkin	Co-Director
Russ Durling	School Supervisor
Skip Amadio	Program Coordinator
Christy Shakelford	Lead Teacher
Zane Walsh	Lead Teacher
Ben Cooper	Lead Teacher
Dick Ratten	Lead Teacher

II. INTRODUCTION

Wediko Children's Services is a Residential Diagnostic Treatment Center delivering comprehensive therapeutic educational programs during the school year to a maximum of 45 boys, ages 8-18 years of age, identified as having emotional disabilities. The educational program at Wediko also offers an extended school year program to both male and female students. During the extended school year program, the curriculum remains the same and goals in student IEP's continue to be implemented. The Wediko education program emphasizes treatment, with the primary goal for expeditious return of each student to his or her family community and local school system. A major focus of the education program is the acquisition of functional, social and academic skills, and includes group and behavioral intervention therapy as outlined in IEP and treatment plan goals. Family therapy is an integral part of the program and is used to identify the areas of growth necessary for the eventual successful reunification of the family.

Within the school program, there are currently five classrooms divided by the age and academic skill levels of the students enrolled. The residential and educational programs work collaboratively with parents, LEA's and each student in the development of his or her IEP. Progress is monitored using multiple assessments, including a daily checklist specifically focused on the individual student's goals. There is a lead teacher and two teaching assistants in each classroom. In addition, the education program includes two school supervisors, a program coordinator, the clinical supervisor, a school nurse, and consultation services from a psychologist, occupational therapist, speech/language therapist and teachers certified in English, Social Studies, Math, Science and Art. Most recently, the staff and administration have worked hard to update curriculum and align it with the NH Curriculum State Frameworks.

What makes Wediko unique to other residential educational facilities is the commitment for students to remain connected to their home and community during their treatment at Wediko. This commitment involves providing parents, students and the local school district with the tools and growth opportunities necessary for a successful return of the student to his home, community and local school.

Wediko Children's Services Goals are stated as:

- Provide comprehensive and innovative assessment services that discover strengths and constraints so that appropriate intervention strategies can be implemented.
- Develop and provide sophisticated educational services, which engage a child in the learning process and emphasize accelerated achievement.
- Develop and provide sophisticated clinical services for children, which promotes development through physical, emotional and intellectual challenges.
- Advocate for the needs of seriously emotionally disturbed children and their families.
- Promote, establish and maintain active relationships between Wediko and community agencies.
- Utilize and develop community resources to promote the child and family's successful adaptation to the broader community.

III. PURPOSE OF VISIT

The New Hampshire Department of Education conducted a Special Education Program Approval Review at Wediko Children's Services on March 25, 2002 for the purpose of reviewing the present status of programs and services made available to the children and youth who are enrolled in the education programs. As part of the Program Approval Visit, all of the classrooms/educational programs at Wediko were reviewed.

Activities related to this Program Approval Visit included the review of all application materials submitted by Wediko Children's Services, verification of personnel credentials for special education staff, program descriptions, interviews with staff, administration, students, as well as classroom observations. Throughout the entire review process, the visiting team worked in collaboration with the staff at Wediko Children's Services and their professionalism, active involvement and cooperation were greatly appreciated and recognized.

IV. PROGRAM APPROVAL REVIEW PROCESS

The New Hampshire Department of Education provided Wediko Children's Services with a visiting team of professional educators to work collaboratively with the staff in each of the Wediko programs in conducting the data collection and special education program approval activities. The two-day visit was designed as a focused review on the following areas of programming:

1. Access to the General Curriculum
2. Transition
3. Assessment

The NHDOE Special Education Program Approval Process allowed the visiting team and Wediko staff to work together in conducting case studies of a representative sampling of student population. Evidence of the work conducted at Wediko and results related to student outcomes were gathered throughout the process, guided by the materials and templates provided by the NHDOE, Bureau of Special Education. Examples of evidence included student individual education plans (IEP's), progress reports, samples of student work, grades, community involvement, permanent records, curriculum, etc. Input was gathered from key constituents, including interviews with professional staff, parents, administrator's residential staff and related service personnel. In addition, classroom observations were conducted on each of the case studies reviewed. The collective data was summarized by the collaborative team members and includes an outline of identified areas of strength and areas of needed improvement.

V. STATUS OF PREVIOUS PROGRAM APPROVAL REPORT AND CORRECTIVE ACTIONS

A New Hampshire Department of Education Special Education Program Approval review was conducted at Wediko in 1997, at which time minimal citations of noncompliance were noted. The issues of noncompliance and areas needing improvement included:

- Lack of Availability of Speech/Language and Occupational Therapy
- Need to build prevocational programming, including a standardized curriculum and qualified instructors
- Improved communications with referring LEA's regarding IEP information
- Increased staff awareness in the use of behavior management protocols
- Need to better integrate the unified arts into the curriculum
- Various minor oversights and omissions in special education paperwork

During the 2002 NHDOE Program Approval visit, the collaborative team was pleased to note that most of the above-issues have been resolved. Staff and administrators have worked hard to address areas needing improvement. Wediko currently has a part-time consulting speech/language and occupational therapist, there is ample evidence of on-going written communication with LEA's, staff have a strong working knowledge of behavior management protocols and the curriculum reflects unified art offerings that are integrated into the curriculum and also offered as a separate content.

VI. FACILITY WIDE SUMMARY OF FINDINGS

The collaborative team thanks the staff and administration of Wediko Children's Services for their assistance, cooperation and participation in all aspects of the March 2002 NHDOE Special Education Program Approval Review. Throughout the visit, there was an enthusiastic and supportive atmosphere for program improvements, which is fostered by administrators, faculty, parents, residential, clinical and support staff. The educational community at Wediko was consistently described as child centered, dedicated and committed to providing the best possible services for a very challenging student population.

As the collaborative team carried out their varied data collection activities, it became apparent many praiseworthy things are occurring the Wediko education program. Only one issue of significance surfaced, related to staff qualifications, when summarizing the data. This issue is outlined below and will warrant continued attention.

Ed. 1133.08 (a) Qualifications and Requirements for Instructional, Administrative, and Support Personnel **CFR 300.136 Personnel Standards**

While the collaborative team recognizes the difficulty in attracting and retaining educators, it will be critical that Wediko education programs continue to place an emphasis on retaining qualified personnel at all levels. This includes, classroom teachers, consultants, clinicians, administrators and related service personnel. At the time of the March 2002 Program Approval Review, there were six lead teachers, of which, only one held certification as a special educator. The remaining lead teachers are either enrolled in NHDOE Alternative Certification Programs, or in process of being accepted. In addition, Wediko is still lacking consultation and supervision in several of the content areas as outlined in the NH Minimum State Curriculum Standards. (Specific areas not covered are music, library media/technology, physical education, health, industrial arts, consumer and homemaking.)

VII. BUILDING LEVEL SUMMARY REPORTS

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

Private Facility: Wediko Children's Services

Recorder/Summarizer: Nancy Brodgen

Date: March 25, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a "snapshot" of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Wediko Children's Services
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	Involved in all general curriculum activities
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	At Wediko, most students are involved on weekend activities with typical peers. Little interaction is made available during the school day.
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	Students in life skills "pilot" program have access to the community through field trips and activities.
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	Wediko does not issue HS diplomas. Transcripts and correspondence with schools indicate that high school students enrolled at Wediko will earn local high school credits toward diploma from their sending school district.
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, (b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Wediko Children's Services
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	For students not requiring "formal" transition plans, staff attend to transition issues and prepare for difficult times, as well as future transitions.
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	Wediko team includes parents and LEAs. Documentation is not always available regarding participation of outside agencies.
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (l), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Wediko Children's Services
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	
	2 Alternate assessment provided as needed for both district and state assessments	
	3a Assessment data is used to develop IEP	
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	At Wediko, it is evident that there is constant assessment related to school, social and academic goals.

Wediko Children's Services	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Student portfolios clearly show that students are progressing. 2. The behavior checklist sent daily to residence and/or home is an excellent tool and is utilized well. 3. Communication between school and home is on going and effective. 4. Students at Wediko feel safe and are willing to take risks. 5. Classroom structure enables both small and larger groups. 6. Student portfolios show an excellent link between NH Standards and IEP objectives. 7. Commitment to academic competency is evident. 8. Lesson planning sheets help staff make connections between IEP goals and the curriculum. 9. Administration and staff are looking ahead to continuous improvement in the program. 10. There are opportunities for students to participate in activities within the local community. 11. Behavior management plans are understood by students. 12. Staff commitment to students is evident. 13. The new gymnasium offers many opportunities for students. 14. On-site day care program for staff is a strength for the program. 15. Family therapy is a real strength in addressing student/family needs. 	<ol style="list-style-type: none"> 1. Make certain that all service providers are involved and well informed about students and general policy. 2. There is a need for a uniform scope and sequence for reading program. 3. Improved documentation of transition plans is needed. 4. Staff need technical assistance in streamlining contents of IEP's. 5. Ensure that all meeting are recorded, including attendees and decisions made. 6. Provide student schedules to their local school districts. 7. Continue to pursue consultants in content areas such as technology, industrial arts, physical education, etc. (refer to NH Minimum Curriculum Standards). 8. Additional professional development for staff is needed in the integration of technology into the curriculum and utilizing technology as an instructional tool.

ADDENDUM

JAMES O. MONITORING PROGRAM

Wediko Children's Services

Student File Review

Case Study Document

Reimbursement Claim Form

Case Study Addendum Form

Date: March 25, 2002

Reviewer: Jane Bergeron-Beaulieu

ADDENDUM
JAMES O. MONITORING PROGRAM

Wediko Children's Services

Number of files reviewed: **3 files**

COMMENDATIONS:

- Staff at Wediko work hard to collaborate with LEA's and JSO's to ensure that James O. Compliance Requirements are met.
- Student Records are well organized.
- Staff seems to have strong communication with all parties involved with the students.
- Student Progress is measured regularly and well documented.

CITATIONS OF NONCOMPLIANCE:

Ed. 1109.01

For one student, staff indicated that vocational programming and possible pre-vocational assessment had been discussed for the child. The student record had no evidence of this, as the meeting minutes were not available. (The school district was responsible for recording the minutes of the meeting and never sent a copy to Wediko.)

Ed. 1107.03 (a)

Ed. 1107.06 (a)

Ed. 1107.07 (c)

One student file lacked a copy of a current Evaluation Team Summary Report; therefore, there was no evidence of a multidisciplinary team determining the disability of the student. It was not clear if the student was identified as Learning Disabled or Other Health Impaired.

Ed. 1119.09

One student file lacked a current IEP that was signed by the parent and the LEA. The staff at Wediko continues to use an IEP from a previous placement. The staff at Wediko conducted an IEP meeting in December 2001, with the LEA and parent, yet there is not yet a signed copy of the document. Wediko did have written evidence of request made in January 2002 to the LEA to return a signed copy of the IEP.

Ed. 1123.01 (b), CFR 330.561 Notice to Parents

One student record lacked evidence of parental notification of procedural safeguards.

Ed. 1133.08(d)

At the time of the visit to Wediko Children's Center, the facility did not have an approved written master plan for professional development. It should be noted that Wediko administration is currently in the process of developing a master professional development plan that is to be submitted and reviewed by the NH Department of Education.